

DOCUMENT RESUME

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TITLE Protocol Modules on Classroom Management (Overview).
Description of Teacher Inservice Education
Materials.

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DESCRIPTORS Behavior Change; *Class Management; Effective
Teaching; *Inservice Teacher Education;
*Instructional Materials; Learning Modules; *Protocol
Materials; *Teacher Behavior; Teaching Techniques;
Validated Programs

ABSTRACT

The learning module described here focuses on classroom management. It is for the use of both preservice and inservice teachers. The primary focus of the modules is on increasing understanding of students, with the object of increasing teacher effectiveness in class management. Basic teaching skills and behaviors are covered. A critique of the protocol materials used in this module is provided as well as ordering information for materials used. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: PROTOCOL MODULES ON CLASSROOM MANAGEMENT (Overview)

Publication Date(s): November 1973, July 1974

Intended Users: The developer states that this material is intended for both preservice and inservice use in the elementary schools, but that it is adaptable to the secondary level.

Grade Level(s): Elementary - adaptable to secondary level

Number: Individual or group

Primary Focus: The modules intend to increase understanding, provide information and thus increase users' skills in classroom management.

School subject(s) and/or inservice topic(s) covered:

For each of the four programs in this series:

the inservice topics covered are: group alerting, learning accountability, transitions and withitness - all aspects of classroom management.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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What participant does in using the materials:

The participant reads sections of the paperback books and takes the self-evaluation or recognition tests at the end of each chapter. The participant then uses the scoring key in the book to correct the answers. When criterion level is reached on the first 3 steps, the participant views a film. The participant then fills out the protocol film observation form and must achieve at least 80% to demonstrate competency. A recognition test follows and then the participant either audio-tapes or is observed by a peer in a teaching situation.

Resources: There is an 88-page Instructor's Manual that covers all the modules with detailed instructions. Also included in the total program are: 4 16mm films; 4 paperback 8½x11 14-page paperbound books. The time spent on the program will depend on whether the material is used individually or in a group and to what extent participants choose to cover the material. Needed are: a room big enough to show the film, a 16mm film projector and screen, and audio-tape equipment (if the teaching situations are to be taped). An instructor who is knowledgeable in the field is necessary.

Describer critique: This product intends to teach a set amount of material about four aspects of classroom management. It covers the material quite well. The manuals are easy to follow and the narrator in the movie makes the concepts presented very clear to the observer. The major drawback is that the class depicted in the movies is so small that one wonders how adaptable the techniques would be to a larger group.

TS87

(TS) classroom management - (CM) directions: student
(TS) student learning (CM) behavior modification -
(TS) questioning

TD

SP 013955

1.0 PURPOSES:

The developer states that, "All too often teacher training courses leave the student with very little information on specific teaching behaviors... The Utah State University protocol modules are based on sound theoretical foundations and enable the instructor to help teacher trainees (and teachers) to understand basic teaching concepts and relate these concepts to specific teacher behaviors."

The general goal of the modules is to teach effective classroom management. The modules focus on simple teaching skills for the following reasons:

1. Using such skills often bring about marked improvement in the performance of the teacher and the atmosphere of the classroom.
2. These simple skills are among the most basic to effective teaching and should be learned before trying to move on to more complex teaching strategies.
3. The simple skills and behaviors covered in the USU modules can be learned by preservice teachers who do not have access to regular classrooms for practice. As one graduate teacher said, "I finally learned something practical to do in the classroom."

Specific learning goals by module are as follows:

Group Alerting - questioning technique, recitation strategy, and alerting cues.

Learner Accountability - goal directed prompts, work showing, peer involvement.

Transitions - stimulus boundedness, thrust, flip-flop.

Withitness - desist, suggest alternative behavior, concurrent praise, description of desirable behavior.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product components include:

- 4 16mm films
- 4 8-1/2 x 11 paperback books
- 1. Group Alerting, 35 pages - 8 page insert
- 2. Learner Accountability, 32 pages - 8 page insert
- 3. Transitions, 44 pages - 12 page insert
- 4. Withitness, 37 pages - 14 page insert
- Instructor's Handbook, 88 pages

Content:

Introduction (pp. 1-2)
 Specific Uses (pp 3-9)
 What the Student Learns (pp. 10-19)
 Managing the Protocol Modules (pp. 20-42)
 Specific Module Information (pp. 43-88)

Content of paperback books follow along the same pattern, i.e.,
Withitness, Content:

Learning Sequence (pp. 1-3)
 Introduction to Protocols (pp. 4-11)
 Description of the Concept (pp. 12-18)
 Recognition Practice Lesson 1 (pp. 19-26)
 Recognition Practice Lesson 2 (pp. 26-31)
 Applying Withitness to Your Teaching (pp. 32-37)

Sequencing

The modules do not have to be used sequentially. However, once a module is chosen the work within that module should be done sequentially.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The participant reads sections of the paperback book and takes the self-evaluation or recognition tests at the end of each chapter. The participant then uses the scoring key in the book to correct the answers. (Pencils should be used when taking the tests.). When criterion level is reached on the first 3 steps, the participant views a film. The participant then fills out the protocol film observation form and must achieve 80% correct response. A recognition test follows and then the participant either audio-tapes or is observed by a peer in a teaching situation.

3.2 Help given in use of product:

There is an Instructor's Manual that gives detailed instructions for all of the modules in this series. There are detailed suggestions for adapting this module to many different types of groups or for individual use. It is suggested (especially if the module is to be used on an individual basis) that the instructor have a fair amount of time to devote to the program. In any case, the instructor should be knowledgeable about the subject and should review all of the material prior to implementing the course.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are tests at the end of each section in each module that the participant administers and corrects. There is also a pretest and posttest.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The program components include four 16mm films, four paperback books, each with an insert 8-14 pages long, and an Instructor's Manual. The time spent will depend on whether the material is used individually or in a group and how often the group meets.

Program requirements include a room big enough to show a film and a 16mm film projector and screen. Participants should bring pencils. If the simulated or real teaching situations are to be audio-taped, the appropriate equipment is necessary. If, as in inservice training, the audio-tape is made in a classroom of students, that classroom must be available.

An instructor knowledgeable in the subject is necessary.

5.2 Distributor name/address:

National Resource and Dissemination Center
University of South Florida
Tampa, Florida 33620
(813) 974-2875

(Utah State University is part of the consortium of many universities called National Resource and Dissemination Center)

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PROTOCOL MODULES ON CLASSROOM MANAGEMENT (*includes set of 4 films, 1 <u>Instructor's Manual</u> and one copy each of the four student manuals on the four areas covered)	\$382.50*	\$54 for 5 days	one	make copies
1. <u>Group Alerting</u> (film, student manual and instructor's manual)	\$ 80.00	\$15 for 5 days	one	make copies
2. <u>Learning Accountability</u> (same mat. as above)	\$ 85.00	\$15 for 5 days	one	make copies
3. <u>Transitions</u> (same as above)	\$180.00	\$15 for 5 days	one	make copies
4. <u>Withitness</u> (same as above)	\$105.00	\$15 for 5 days	one	make copies

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The product was developed by the Utah Protocol Materials Project at the Utah State University, Logan, Utah in November, 1973. Second printing was in July, 1974. Project staff included:

- Project Director: Walter R. Borg;
- Assistant Project Director: David R. Stone;
- Research and Development Specialist: Carole E. Stowitschek; and
- Project Staff: Ted Hansen, Debby Marshall, Kathy Van Horn, Roger McEvoy.

6.2 How developed and when:

This material was developed under the Educational Professional Development Act. The developmental steps were the following: first the literature was searched, then the concept was chosen; the material was developed and the extensive field testing was done in the public schools in Utah. Material was then revised (teacher behavior was refined to assure better concept acquisition).

6.3 Evidence of effectiveness with users:

The material has been tested and is used by the University of South Florida with their graduate students in education. Field testing has been done in Utah and is still being done to assure that the material produces long-term permanent behavioral change in teachers. Dr. Borg is observing in classes of teachers who took the training program three years ago to verify the behavioral change in teachers and to produce follow-up work as needed.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The subject matter covered in the film and pamphlet is treated very thoroughly. The objectives in each module are rather limited - and the material focuses on those items.

The material could be useful in any classroom setting - or group setting.

The color is very good in the film. The pictures are very clear and the sound is good. The coordination between the test paper and the movie is excellent (a number flashes on the screen right before the teacher does something which the participant must comment on on the test paper - then the sound goes off while the participant answers the question).

Content accuracy/social fairness/community acceptance issues:

The films were made in the public schools of Logan, Utah, and the children are predominately white. The class size depicted seems to be very small. Whereas the techniques shown could be used in any size group - the actual presentation with the small group tended to make group management look easier than it really is.

The material does include material that some might find sexist: i.e., the booklets speak of "his work" and one of the movies showed a teacher referring to a little girl as the "chairman".

Overall summary/comment:

This product sets out to teach a set amount of material and does so quite thoroughly. If a participant follows all steps in the pamphlets and completes all program activities, it is highly likely that she/he will totally comprehend the concepts presented here.

The material is well organized. The pamphlet is easy to follow and the narrator in the movie gives very clear directions.

The main drawback to the material is the small size of the class. Although the techniques would work with a larger group, it is difficult to envision using it effectively with a larger, tougher group.